

OAKLAND UNIVERSITY

MIDTERM PERFORMANCE-BASED ASSESSMENT FOR SECONDARY INTERNS

TERM: Winter

YEAR: 2015

Directions: Please check the category description that best describes the student teacher's performance at this time. If a specific area is not applicable at this time, insert NA in the far right column. This allows the student teacher to know where he/she needs to improve and also what areas he/she must plan for experiencing during the rest of his/her placement. Please make suggestions for improvement, as appropriate, on the lines at the end of this assessment..

I. INTERPERSONAL RELATIONSHIPS

(Student Teacher interaction with students, faculty and staff, and parents)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
With Students I-1	Student teacher establishes unreasonable expectations for students. (either too high or too low)		Student teacher generally establishes reasonable expectations for students.	14	Student teacher establishes high yet reasonable expectations for students, and they are developmentally appropriate.	11
I-2	Student teacher does not exhibit respect for students, relates with some students in a negative, demeaning, or sarcastic manner or in a manner inappropriate to the student's developmental stage or culture.		Student teacher generally maintains adult behaviors when working with students, and generally establishes appropriate interactions with students.	2	Student teacher establishes a friendly rapport, exhibits warmth, caring and respect for all students as individuals. Student teacher is a thoughtful and responsive listener.	23
	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check

I-3	Students exhibit minimal respect for the student teacher.		Students exhibit respect for the student teacher.	15	Students exhibit confidence in and respect for the student teacher as an individual.	10
<i>With Faculty and Staff</i> I-4	Student teacher does not use advice from school staff and administration.		Student teacher uses advice from school staff and administrators when it is given.	10	Student teacher seeks and utilizes advice from school staff and administrators.	15
I-5	Student teacher's relationships with colleagues are generally negative or self-serving.		Student teacher establishes friendly relationships with colleagues to fulfill the duties required.	11	Student teacher displays supportive and cooperative relationships with colleagues and takes the initiative in developing these relationships.	14
I-6	Student teacher doesn't exhibit interest in school events.		Student teacher participates in school events when specifically asked.	11	Student teacher volunteers to participate in school events.	14
<i>With Parents</i> I-7	Student teacher does not make any attempt to participate, in conjunction with the cooperating teacher, in providing information to parents.	1	Student teacher participates in the school's activities for parent communication.	20	Student teacher suggests and develops, with cooperating teacher's approval, ways to share information with parents about the instructional program, using a variety of communication vehicles such as parent letters, newsletters, etc.	3 NA 1
I-8	Student teacher makes no attempt to provide any information to parents about their individual student.		Student teacher is aware of and consistently participates in the school's required procedures for communicating to parents.	18	Student teacher, in conjunction with the cooperating teacher, develops ways to communicate with parents about student's progress on a regular basis.	6 NA 1
I-9	Student teacher shows insensitive responses to parent concerns about students.		Student teacher responds to parent concerns.	10	Student teacher is available as needed to respond to parent concerns, and does so with sensitivity.	13 NA 2

II. CLASSROOM CLIMATE AND MANAGEMENT

(Expectations, Physical organization, Student Behavior Management, Managing Procedures, Record Keeping)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Expectations</i> II-1	Student teacher may convey a negative attitude toward the content suggesting that the content is not important or is required by others.		Student teacher conveys the importance of the work but without great enthusiasm. Students are not enthusiastic about content.	4	Student teacher displays enthusiasm for the content and students demonstrate an understanding of its value and relevance.	21
II-2	Students do not invest effort in the quality of their work. Students appear to feel that mere completion rather than high quality is the goal.		Most students invest some effort in the quality of their work.	19	Students respond to student teacher's expectation of high quality and invest significant effort into producing this quality.	6
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
II-3	Goals and activities communicate only modest or low expectations for student achievement.		Goals and activities generally convey appropriate expectations for student achievement.	16	Goals and activities consistently convey high expectations for student achievement. (For example, student teacher meets with individuals to correct and re-do poor papers.)	9

<i>Physical Space</i> II-4	The student teacher is not aware of the need to adjust the physical arrangement based on activities selected.		The furniture arrangement is adjusted to suit the activities selected and to provide a safe environment.	10	The furniture arrangement is consistently adjusted to provide instructional success, orderly pupil movement, and safe utilization of space, equipment and supplies for varying activities.	14 NA 1
<i>Student Behavior</i> II-5	Standards of expected conduct have not been established, or students exhibit confusion as to what the standards are.		Standards of expected conduct appear to have been established for most situations with general understanding exhibited by students.	17	Standards of expected conduct are consistently clear to all students.	8
II-6	That student teacher does not monitor student behavior; appears unaware of what students are doing.		Student teacher is generally aware of student behavior.	17	Student teacher is alert to student behavior at all times, employing preventive monitoring.	8
II-7	Student teacher does not institute corrective procedures. *Efforts are inconsistent *Efforts include idle threats *Efforts include inconsistent warnings *Efforts include conditional promises *Efforts include sarcasm or negative criticism	2	Student teacher institutes corrective procedures for inappropriate behaviors. *Gives task assistance *Uses nonverbal signal interference *Uses proximity relationship control *Regroups students	15	Student teacher response to misbehavior is appropriate, consistent and successful. *Removes potential distractions *Utilizes successful attention-getting devices *Redirects with task involvement *Provides constructive activity in the face of unforeseen time problems	8
II-8	Student teacher applies rules inconsistently or unfairly.		Student teacher generally applies rules fairly and encourages slow/reliant students.	7	Student teacher establishes a climate of courtesy and cooperation.	18
<i>Managing Procedures</i> II-9	Materials are not prepared and organized.		Materials are prepared and organized.	18	Materials are prepared and organized for the full week of instruction.	7
II-10	Lack of preparation results in loss of instructional time.		Procedures are generally in place for distribution of materials.	16	Procedures are in place for distribution, resulting in minimal loss of instruction time.	9
II-11	Directions for transitions are not efficient. *Directions for transitions are unclear, students exhibit confusion regarding what to do next, and much time on task is lost.	1	Transitions are efficient. *Directions for transitions are clear, directions consistently include where to go, what to take, sequence of activities, and ending, resulting in some loss of instructional time.	22	Transitions occur smoothly. *Clear and complete directions are included with no student confusion evidenced and little loss of instructional time.	2
II-12	Tasks for group work are not consistently organized. Many students in instructional groups are off task and not productively engaged in learning.		Tasks for group work are generally organized, with some off-task behavior occurring when student teacher is involved with one group.	21	Tasks for group work are consistently organized, and groups not working with the student teacher are consistently engaged in learning.	4
<i>Record Keeping</i> II-13	The student teacher does not maintain information on student completion of assignments in a timely or accurate manner.		The student teacher incorporates a system for maintaining information on student completion of assignments.	12	The student teacher's system for maintaining information on student completion of assignments is fully effective, maintained accurately and with timeliness.	13
II-14	Student teacher's records for non-instructional activities such as attendance and lunch count are disorganized and/or inaccurate resulting in considerable loss of instructional time.		Student teacher's records for non-instructional activities such as attendance and lunch count are organized and generally accurate, resulting in some loss of instructional time.	11	Student teacher's system for maintaining information on non-instructional activities such as attendance and lunch count is organized, error free, and low maintenance, resulting in minimal loss of instructional time.	13 NA 1

III. PLANNING FOR INSTRUCTION

(Pedagogy, Knowledge of Students, Setting Instructional goals,, Instructional Design, Instructional Elements, Assessment)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
Pedagogy III-1	Student teacher has limited pedagogical knowledge.		Student teacher generally displays pedagogical understanding of issues involved in student learning of the content but is not yet seeking assistance from specialists when needed.	10	Student teacher displays continuing search for best practice, regularly seeking assistance from specialists and consultants when needed. There is some awareness of student misconceptions.	15
III-2	The student teacher does not display an understanding of the prerequisite knowledge important for student learning of the content.		The student teacher has some awareness of prerequisite learning.	16	The student teacher's plans and practices reflect a clear and complete understanding of prerequisite relationships among topics and concepts.	9
Knowledge of Students III-3	The student teacher does not exhibit an understanding of the developmental characteristics of the age group.		The student teacher is generally sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection and student interaction.	15	Student teacher displays an understanding of the developmental characteristics of the age group and also exceptions to the most typical developmental patterns, as evidenced by inclusion of developmentally appropriate activities.	10
III-4	The student teacher does not exhibit familiarity with the different approaches to learning. (such as learning styles, modalities, multiple intelligences.)		The student teacher has a general understanding of the different individual approaches to learning. (such as learning styles, modalities, multiple intelligences)	17	The student teacher displays a clear understanding of the different approaches to learning through incorporation of a variety of instructional activities that address learning styles, modalities, multiple intelligences.	8
III-5	Student teacher is unaware of students' skills, talents, disabilities, and prior learning.		The student teacher displays an understanding of the value of recognizing students' skills, talents, disabilities, and prior learning through using this knowledge in planning for groups of students.	19	The student teacher displays knowledge of students' skills, talents, disabilities and prior learning through planning for individual students, including those with special needs.	6
III-6	Student teacher is not aware of students' interests or cultural heritage.		The student teacher displays an understanding of the value of knowing about students' interests and cultural heritage.	16	The student teacher displays knowledge of the interests or cultural heritage of students and utilizes this knowledge in planning for instructional groups and individual students.	9
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check

<i>Knowledge of Resources</i> III-7	The student teacher is unaware of resources available through the school or district.	1	The student teacher displays a general awareness of resources available through the school or district and attempts to incorporate them into lesson construction. (Examples, library, IMC, films, videos)	12	The student teacher displays an awareness of resources available through the school or district and community and incorporates them into lesson construction with general success.	12
III-8	The student teacher is unaware of human resources available through the school or district, such as counselors, or peer tutoring, to assist students who need them.	1	The student teacher exhibits limited awareness of school or district human resources, and has asked about the procedures for referring students to these resources.	19	The student teacher displays full awareness of all human resources available through the school and district and has demonstrated their knowledge of how to gain access to these for students, in conjunction with the cooperating teacher.	5
<i>Setting Instructional Goals / Objectives</i> III-9	Objectives do not represent high expectations for student understanding. (For example, the student teacher plans objectives for students to only acquire factual knowledge or basic skills.)		Objectives represent moderate expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire concepts, acquire skill in gaining and using information, meet physical and/or social/emotional needs.)	10	Objectives represent high level of expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire problem-solving skills, acquire skill in creating and incorporating individual interest levels.)	15
III-10	Student teacher does not base objectives on multiple data sources. (The student teacher may base objectives only on textbook organization or materials available.)		The student teacher bases objectives on district and state framework and takes student assessment results into account.	15	Student teacher bases objectives on appropriate frameworks and additionally uses individual assessment of students to determine objectives suitable for groups of students in the class.	10
III-11	Goals are either not clear or are stated as student activities.		Goals are clear but include a combination of goals and activities.	16	Goals are clearly stated as student outcomes.	9
III-12	Goals do not permit viable methods of assessment.		Most goals permit viable methods of assessment.	15	Goals permit viable methods of assessment.	10
III-13	Goals do not reflect opportunities for several types of learning.		Goals represent opportunities for several types of learning.	16	Goals reflect several different types of learning and opportunities for integration across disciplines, demonstrating knowledge about human motivation.	9
<i>Materials</i> III-14	The student teacher does not select resources that meet the needs of students. (Activities are too easy or too hard).		The student teacher selects resources that meet the basic learning needs of students relative to academic ability, skill development, interest, gender and culture.	17	The student teacher selects resources that allow all students to reach their individual potential and promote an appreciation of both genders and various cultures, reflecting our diverse society (ethnicity, race, language, socio-economic status).	8
III-15	Instructional materials and resources are not suitable to the instructional goals or do not engage students mentally.		Instructional materials and resources generally are suitable to the instructional goals, normally engaging the students mentally.	11	Instructional materials and resources are consistently suitable to the instructional goals and engage the students mentally.	14
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check

<i>Instructional Design</i> III-16	The lessons or units do not have a recognizable structure or sequence.		The lessons or units have a recognizable structure, although the structure is not uniformly maintained throughout. Elements included are: appropriate introduction, sequence, relating content to prior learning or future learning, description of concepts, critical attributes, application, assessment, closure.	15	The lessons or units have a clearly defined structure with activities organized around the structure.	10
III-17	Learning activities are not suitable to students or instructional goals.		Some of the learning activities are suitable to students and support the instructional goals.	6	Most of the learning activities are suitable to students and support the instructional goals.	19
III-18	Learning activities do not follow an organized progression or tie to previous experiences.		Progression of activities in the unit is generally even and may tie in to previous experiences.	14	Progression of the activities in the unit is even and they tie in to previous experiences.	11
III-19	Independent practice is not appropriate in terms of task demand.		Independent practice is sometimes appropriate in terms of task demand.	11	Independent practice is appropriate in terms of task demand.	14
III-20	Activities are not appropriate to the needs of students who have exceptional learning needs.	1	Activities are appropriate for some students who have exceptional learning needs.	18	Activities are appropriate to the needs of students who are culturally diverse and those with exceptional learning needs.	6
III-21	Instruction does not support the learning goals or offer variety. (Such as cooperative learning, whole group discussion, independent study, etc.)		Instruction supports the instructional goals and some variety is evidenced. *Cooperative learning *Whole group discussion *Independent Study *Other	16	Instruction is varied and is appropriate to the different instructional goals.	9
<i>Instructional Elements</i> III-22	Representation of content is not of high quality. It is inappropriate and unclear, using poor examples or analogies.		Representation of content is sometimes appropriate incorporating good examples.	14	Representation of content is appropriate. It links well with students' knowledge and experience.	11
III-23	Activities and assignments are inappropriate for students. (not appropriate in terms of their age or backgrounds)		Most assignments and activities are appropriate for students and engage them mentally.	17	Activities and assignments are appropriate and almost all students are cognitively engaged in them.	8
III-24	Activities and assignments are not appropriately sequenced.		Activities and assignments are generally appropriately sequenced.	12	Activities and assignments are consistently appropriately sequenced.	13
III-25	Instructional groups are not appropriate to the students or to the instructional goals.		Instructional groups are appropriate to the students and most are successful in advancing the instructional goals of the lesson.	14	Instructional groups are productive and fully appropriate to the students and to the instructional goals of a lesson.	11
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check

Assessment III-26	Clear criteria or standards are not included in the proposed approach.		Assessment criteria and standards have been developed but are not consistently communicated to students.	17	Assessment criteria and standards are clear, including such examples as rubrics, and are clearly communicated to students.	8
III-27	Student teacher has not assessed the current level of student's prior learning.	1	Student teacher has assessed students' prior learning. There is little evidence that this has influenced criteria selection and standards.	16	Student teacher has based criteria and standards on assessment data.	8
III-28	Congruency between content, methods of assessment and instructional goals does not exist.		Some of the instructional goals are assessed through the proposed assessment approach.	16	All of the instructional goals are systematically assessed through the proposed assessment method, although the approach is more suitable to some goals than to others.	9
III-29	Assessment results do not affect planning for these students.		The student teacher uses assessment results to plan for the class as a whole.	20	The student teacher uses assessment results to plan for individuals and groups of students. There is evidence that the student teacher understands the characteristics, uses, advantages and limitations of different types of assessment including: observation, portfolios, teacher-made tests, performance tasks, projects, student self assessment, peer assessment, standardized tests)	5

IV. DELIVERING INSTRUCTION

(Communication, Adjustment and Response, Questioning, Feedback)

Communica- tion IV-1	Student teacher's directions and procedures are unclear to students.		Student teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	12	Student teacher's directions and procedures are clear to students and minimal student confusion is apparent.	13
IV-2	Student teacher does not place a lesson within the context of a unit of lessons.		Student teacher places the lesson within the context of a unit of lessons, states the objective and expected outcomes, what is to be learned.	9	Student teacher states why lesson is important and motivates by reference to real life situations.	16
IV-3	Student teacher does not establish continuity with previous lessons.		Student teacher sometimes establishes continuity with previous lessons.	10	Student teacher consistently establishes continuity with previous lessons.	15
IV-4	Student teacher's language usage is inappropriate. (*)		Student teacher's language usage is appropriate in most areas. (*)	8	Student teacher's language usage is appropriate in all areas. (*)	17
IV-5	*Spoken language is inaudible.		*Spoken language is audible.	10	*Student teacher's spoken language is clear, correct, and expressive.	15
IV-6	*Written language is illegible.		*Written language is legible.	6	*Written language is legible and models the form adopted by the district.	19
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that</i>	Check	Accomplished <i>There is evidence that:</i>	Check

IV-7	*Spoken or written language contains grammar or syntax errors.		*Spoken and written language exhibit correct grammar.	8	*Spoken and written language demonstrates a superior understanding of grammar and syntax.	17
IV-8	*Vocabulary is inappropriate, vague, incorrectly used, or limited.		*Vocabulary is correct .	7	*Vocabulary is appropriate and enriches the lesson.	18
IV-9	*Language is not appropriate to students' age and background.		*Language generally is appropriate to students' age, interest, and background.	7	*Language is appropriate and expands student vocabulary development.	18
<i>Instruction</i> IV-10	The lesson has an unclear structure.		The lesson has a recognizable structure.	8	The lesson's structure is coherent with objectives set in terms of observable behavior.	17
IV-11	The pacing of the lesson is too slow or rushed, or both.	1	Pacing of the lesson is generally appropriate.	9	Pacing of the lesson is consistently appropriate.	15
IV-12	Time allocations are unrealistic.		Most time allocations are reasonable.	9	Time allocations are reasonable.	16
IV-13	Students are not engaged in meaningful learning.		Students are engaged in meaningful learning a majority of the time.	17	Students are engaged in meaningful learning.	8
<i>Adjustment and Response</i> IV-14	Student teacher is not flexible and does not adjust a lesson. Student teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.		Student teacher sometimes attempts to adjust a lesson.	16	Student teacher assesses and adapts instruction to the changing needs of students, making use of student examples or elaborating as needed. Student teacher uses spontaneous situations to enhance instructional objectives and demonstrates recognition of re-teaching at appropriate intervals.	9
IV-15	Student teacher does not attempt to accommodate student questions. He/She ignores or brushes aside students' questions or interests.		Student teacher attempts to accommodate students' questions or interests.	10	Student teacher successfully builds on a spontaneous event or question to enhance learning, while maintaining the coherence of the lesson.	15

IV-16	When a student has difficulty learning, the student teacher either gives up or blames the student or the environment for the student's lack of success.		Student teacher demonstrates acceptance of responsibility for the success of all students.	13	Student teacher persists in seeking approaches for students who have difficulty learning, evidencing additional instructional strategies as progresses.	12
<i>Questioning</i> IV-17	Student teacher's questions are restricted to the recall/knowledge level, recitation.	1	The student teacher carefully sequences prepared questions, including those requiring stating relationships, analysis, summarization and classification and requiring students to define vague terms or ambiguous statements.	16	The student teacher encourages students to generalize and suggest applications. Students are expected to expand upon and analyze their initial responses and to consider new relationships.	8
IV-18	Adequate wait time is not available for students to respond.		Adequate wait time is generally available for students to respond.	15	Adequate wait time is consistently available for students to respond.	10
IV-19	Student teacher does not give verbal or nonverbal support to contributors.		Student teacher gives verbal and nonverbal support to contributors.	8	Student teacher gives verbal and nonverbal support to contributors in a variety of ways.	17
IV-20	Interaction between the student teacher and students is predominantly recitation style, with little student input.	1	Student teacher communicates the goal of the discussion to students, and attempts to engage students in a true discussion.	17	Classroom interaction represents true discussion, with student teacher stepping to the side when appropriate.	7
IV-21	Student teacher has not instituted any gender equitable practices to enhance participation.		Student teacher exhibits several gender equitable practices utilized to engage all students in the discussion.	11	Student teacher exhibits utilization of all gender equitable practices and demonstrates successful engagement of all students in the discussion.	14
<i>Feedback</i> IV-22	Feedback is not provided or is of poor quality. (For example, it is not specific with details and consists of "Good, Poor", etc.		Feedback is provided frequently but is sometimes inconsistent in quality. (For example, some is specific in nature, while other is general without details.)	18	Feedback provided is consistently of high quality, or specific in nature, supportive, and appropriate positive/negative in terms of correctness. It is provided with high frequency, verbally and in written form that students can use.	7
IV-23	Feedback is not provided in a timely manner.		Feedback is consistently provided in a timely manner.	13	Feedback is consistently provided in a timely manner and students make use of the feedback in their learning.	12

V. INSTRUCTIONAL TECHNOLOGY

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Technology Operations and Concepts</i> V-1	Student teacher demonstrates minimal knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Often basic understandings cannot be applied.		Student teacher usually demonstrates a proficient level of knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Sometimes this understanding can be described, but not fully applied in all situations.	14	Student teacher consistently demonstrates strong knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students and can apply this understanding in all situations.	11

V-2	Student teacher demonstrates minimal growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she does not seek out new information related to technology.		Student teacher demonstrates growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she exerts some effort to seek out new information related to technology.	14	Student teacher demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she actively seeks out new information related to technology.	11
<i>Integration of Technology into Practice</i> V-3	Student teacher does not take the initiative to plan and design technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Attempts are usually not effectively implemented.		Student teacher generally plans and designs technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Some attempts have been effectively implemented.	16	Student teacher consistently plans, designs, and implements effective technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate.	8 NA 1
V-4	Student teacher makes little attempt to and/or does not adequately apply technology to facilitate a variety of effective assessment and evaluation strategies.	2	Student teacher applies technology to facilitate assessment and evaluation strategies. Some attempts are effectively implemented.	14	Student teacher consistently applies technology to facilitate a variety of effective assessment and evaluation strategies.	8 NA 1
V-5	Student teacher does not apply knowledge of technology to instructional or information management.		Student teacher applies knowledge of technology to instructional or information management.	13	Student teacher integrates technology into instructional and informational management procedures with effective and efficient results.	12
V-6	Student teacher resists or avoids using conventional district technology such as student databases and electronic communication.		Student teacher takes advantage of electronic communication.	15	Student teacher communicates effectively via electronic channels.	10

VI. PROFESSIONAL QUALITIES

(Reflection, Professional Development, Ethics)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Reflection</i> VI-1	Student teacher misjudges the success of a lesson, or draws faulty conclusions about what was accomplished.		Student teacher generally has an accurate impression of a lesson's effectiveness and the extent to which the instructional goals were met.	12	Student teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite some data to support the judgment.	13
VI-2	Student teacher has few suggestions for how a lesson may be improved.		Student teacher makes general suggestions about how a lesson may be improved.	15	Student teacher offers specific alternative actions, complete with predictions of the probable successes of different approaches.	10
VI-3	The student teacher may justify instructional decisions on simple tradition or habit, or may have no idea why decisions were made as they were.		The student teacher explains decisions in a logical but perhaps simplistic way. Explanations focus more on what was done than why.	13	The student teacher explains decisions in a logical way with clear attention to how the context relates to a personal decision-making framework.	12

<i>Professional Development</i> VI-4	Student teacher does not engage in professional development activities, such as district in-services or conferences, to enhance knowledge or skill.		Student teacher participates in professional activities when they are held in the building or by invitation.	15	Student teacher actively seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and attends activities outside of the school day schedule.	10
VI-5	The student teacher does not make an effort to share knowledge with others.		Student teacher makes an effort to share knowledge with others during the school day.	18	Student teacher makes an effort to actively assist other educators, including before and after school hour opportunities.	7
<i>Ethics</i> VI-6	The student teacher does not understand or accept the professional codes of ethical conduct.		Student teacher adheres to the confidentiality code regarding student information and demonstrates awareness of the professional codes of ethical conduct.	4	Student teacher adheres to the confidentiality code regarding student information, demonstrates an awareness of, and commitment to the professional codes of ethical conduct.	21

VII. PERSONAL QUALITIES

	Needs to Improve	Check	Developing	Check	Accomplished	Check
	<i>There is evidence that:</i>		<i>There is evidence that:</i>		<i>There is evidence that:</i>	
VII-1	Student teacher does not appear to be in good health or have stamina. Student teacher has been ill and absent more than once per month.	1	Student teacher exhibits good health and stamina. Student teacher has not been ill and absent more than once per month.	2	Student teacher exhibits great health and stamina. Student teacher has not been ill and absent more than ½ day per month.	22
VII-2	Student teacher has not informed the cooperating teacher and supervisor of the absence in a timely fashion.	1	Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner.	3	Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner, always forwarding materials.	21
VII-3	Student teacher does not exhibit energy in the performance of duties.		Student teacher generally exhibits energy in the performance of duties.	4	Student teacher exhibits consistent energy and vitality in completing duties.	21
VII-4	The student teacher cannot be depended upon. Student teacher has been repeatedly late or repeatedly left early.	1	Student teacher is consistently prompt and in attendance, for the entire required teacher school day.	4	Student teacher additionally, arrives early or stays late to complete necessary preparations.	20
VII-5	Student teacher repeatedly dresses inappropriately or is not well groomed.		The student teacher generally dresses appropriately for the school environment and is generally well groomed.	1	The student teacher consistently dresses appropriately for the school environment, is well groomed, and demonstrates an understanding of variations in appropriate dress per activity.	24
VII-6	The student teacher does not carry out tasks effectively and on time. The student teacher may be negative about required tasks or duties.	1	The student teacher carries out tasks effectively and on time. For example, lesson plans are ready for the cooperating teacher the Thursday before the teaching week.	7	The student teacher carries out tasks effectively and on time, pre-plans tasks to allow for reflection and revision. He/she views tasks as a worthwhile challenge rather than a chore.	17

Comments/Suggestions for Improvement: He is showing improvement as we go along. Fall semester had some issues with attendance, but he is aware of the problem and working to improve. His early lesson plans lacked structure and cohesion. Activities were not directly linked to student outcomes. A more detailed planning format is helping with this. He adapts his teaching based upon lesson plan feedback and even sees the need to make adjustments throughout the school day. He needs to remain cognizant of how his words and actions appear to those around him. Absences, tardiness and a lack of timeliness do not reflect enthusiasm for teaching. On the other hand, he has done well in developing rapport

with students, staff and consistently exhibits enthusiasm when in front of the classroom when in front of the classroom. As reflected throughout, he has lots of room for improvement, but is doing well for January.

*1999 *Based in part on the rubrics established by Charlotte Danielson in Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.*

*2000 Modifications based on Meadowbrook Conference, March 1999, Cooperating Teacher input.

*2002 Modifications based on Seminar, August 2001, Cooperating Teacher and University Supervisor input.

*2005 Modifications based on Cooperating Teacher and University Supervisor input

*2010 Modifications based on Cooperating Teacher and University Supervisor input

*** *To students: print out the appropriate content evaluation page that follows, and have it completed also.**

VIII. COMMAND OF SUBJECT MATTER

(Knowledge of Content: Evaluate the student in the appropriate content **major/minor**.)

Note: Check whether this is major _____ or minor _____

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Biology</i> VIII-1	Student teacher demonstrates significant voids in knowledge of concepts and applications of the fields: botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry and human biology.		Student teacher demonstrates knowledge of concepts and applications of most of the fields: botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry and human biology.		Student teacher demonstrates knowledge of concepts and applications of: botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry and human biology.	1
VIII-2	Student teacher seems unable to relate unifying concepts (such as systems organization, model building, evolution & equilibrium, form & function, adaptation, and community) across individual scientific fields.		Student teacher occasionally shows how unifying concepts (such as systems organization, model building, evolution & equilibrium, form & function, adaptation, and community) transcend individual scientific fields.	1	Student teacher is able to show how unifying concepts (such as systems organization, model building, evolution & equilibrium, form & function, adaptation, and community) transcend individual scientific fields.	
VIII-3	Student teacher is unable to use activities employing mathematics and statistics to develop fundamental concepts in science and to analyze and explain data as appropriate for the teaching field and the level of the student.		Student teacher makes limited use of activities employing mathematics and statistics to develop fundamental concepts in science and to analyze and explain data as appropriate for the teaching field and the level of the student.		Student teacher uses activities employing mathematics and statistics to develop fundamental concepts in science and to analyze and explain data as appropriate for the teaching field and the level of the student.	1
VIII-4	Student teacher does not require students to collect, reflect upon and interpret data, to report the results of their work, nor to identify new problems for investigation.		Student teacher occasionally requires students to collect, reflect upon and interpret data, to report the results of their work, and to identify new problems for investigation.	1	Student teacher regularly requires students to collect, reflect upon and interpret data, to report the results of their work, and to identify new problems for investigation.	
VIII-5	Student teacher does not refer to historical events to illustrate fundamental aspects of the nature of science including the durable but tentative character of knowledge and how values affect scientific knowledge and its applications.		Student teacher occasionally refers to historical events to illustrate fundamental aspects of the nature of science including the durable but tentative character of knowledge and how values affect scientific knowledge and its applications.	1	Student teacher regularly refers to historical events to illustrate fundamental aspects of the nature of science including the durable but tentative character of knowledge and how values affect scientific knowledge and its applications.	

Comments/Suggestions for Improvement:

VIII. COMMAND OF SUBJECT MATTER

(Knowledge of Content: Evaluate the student in the appropriate content **major/minor**.)

Note: Check whether this is major _____ or minor _____

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Chemistry</i> VIII-1	Student teacher exhibits many lapses in sound content knowledge of chemistry.		Student teacher generally exhibits sound content knowledge of chemistry.		Student teacher exhibits sound content knowledge of chemistry and creative implementation of same.	
VIII-2	Student teacher is unable to use chemistry knowledge to address state benchmarks in the classroom.		Student teacher generally uses chemistry knowledge to address state benchmarks in the classroom.		Student teacher is able to select chemistry knowledge in order to address state benchmarks in the classroom.	
VIII-3	Student teacher is unable to find chemistry content knowledge when needed.		Student teacher generally can find new chemistry content knowledge as needed.		Student teacher continually strives to increase content knowledge in chemistry.	
VIII-4	Student teacher cannot make sound determinations of what chemical concepts and knowledge are age appropriate to the grade level at which he/she is practicing.		Student teacher commonly uses sound determinations of what chemical concepts and knowledge are age appropriate to the grade level at which he/she is practicing.		Student teacher selects chemical concepts and knowledge that are age appropriate to the grade level at which he/she is practicing.	

Comments/Suggestions for Improvement:

VIII. COMMAND OF SUBJECT MATTER

(Knowledge of Content: Evaluate the student in the appropriate content **major/minor**.)

Note: Check whether this is major _____ or minor _____

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>English</i> VIII-1	The student teacher does not display appropriate skills in conducting a class discussion.		The student teacher displays an awareness of how to conduct a student-centered class discussion focusing on a literary selection but offers limited direction and feedback.		The student teacher displays an awareness of how to conduct a student-centered class discussion focusing on a literary selection and offers appropriate direction, pacing, and feedback.	7
VIII-2	The student teacher does not display appropriate skills in introducing a literary work to the students.		The student teacher displays an awareness of how to introduce a literary work to the students but is limited in employing appropriate methodology and content.	3	The student teacher displays the ability to effectively introduce a literary work to the students and makes appropriate judgments about objectives and content.	4
VIII-3	The student teacher does not exhibit familiarity with the need to teach English/language arts in an integrated manner.		The student teacher displays an understanding of the need to teach English/language arts in an integrated manner but needs to continue to develop the ability to plan appropriate lessons.	4	The student teacher displays an understanding of how to teach English/language arts in an integrated manner, teaching grammar in context and avoiding an isolated skill approach.	3
VIII-4	The student teacher does not exhibit appropriate skills in evaluating student writing.		The student teacher demonstrates an awareness of appropriate evaluation of student writing but needs to continue to develop these skills.	5	The student teacher demonstrates the ability to evaluate student writing and is able to efficiently assess student progress and offer appropriate feedback to students.	2

Comments/Suggestions for Improvement:

VIII. COMMAND OF SUBJECT MATTER

(Knowledge of Content: Evaluate the student in the appropriate content **major/minor**.)

Note: Check whether this is major _____ or minor _____

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
History VIII-1	Issues of cultural diversity have not been utilized to present material.	1	Classroom activities often include specific tasks that deal with cultural diversity.	4	Issues of cultural diversity are consistently interwoven throughout the lesson plans.	6
VIII-2	Issues of chronology and time have not been utilized to present material.		Classroom activities often include specific tasks that deal with issues of chronology and time.	3	The problems of chronology and time are consistently interwoven throughout the lesson plans.	8
VIII-3	Issues of geography and demography have not been utilized to present material.		Classroom activities often include specific tasks that deal with geography and demography.	6	Factors of geography and demography are consistently interwoven throughout the lesson plans.	4
VIII-4	The impact of social values on the individual has not been utilized to present material.		Classroom activities often include specific tasks that deal with the impact of social values on the individual.	4	The impact of social values on the individual is consistently interwoven throughout the lesson plans.	6
VIII-5	Factors of institutional authority have not been utilized to present material.		Classroom activities often include specific tasks that deal with factors of institutional authority.	5	Factors of institutional authority are consistently interwoven throughout the lesson plans.	6
VIII-6	Discussions of government power and citizenship have not been utilized to present material.		Classroom activities often include specific tasks that deal with issues of government power and citizenship.	6	Discussions of government power and citizenship are consistently interwoven throughout the lesson plans.	5
VIII-7	Issues of economic forces have not been utilized to present material.		Classroom activities often include specific tasks that deal with the impact of economic forces.	8	The impact of economic forces is consistently interwoven throughout the lesson plans.	3
VIII-8	Issues of science and technology have not been utilized to present material.	1	Classroom activities often include specific tasks that deal with the impact of science and technology.	7	The impact of science and technology is consistently interwoven throughout the lesson plans.	3
VIII-9	Issues of global connections have not been utilized to present material.		Classroom activities often include specific tasks that deal with the impact of global connections.	9	The impact of global connections is consistently interwoven throughout the lesson plans.	2
VIII-10	The role of citizenship has not been utilized to present material.		Classroom activities often include specific tasks that deal with the role of citizenship.	7	The role of citizenship is consistently interwoven throughout the lesson plans.	4

Comments/Suggestions for Improvement:

(Knowledge of Content: Evaluate the student in the appropriate content **major/minor**.

Note: Check whether this is major _____ or minor _____

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Mathematics</i> VIII-1	Student teacher needs to improve understanding of, and/or proficiency with, the following: numbers, ways of representing numbers, relationships among numbers and number systems, arithmetic operations, and estimation. Student teacher is not yet able to consistently demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has an acceptable level of understanding of, and proficiency with, the following: numbers, ways of representing numbers, relationships among numbers and number systems, arithmetic operations, and estimation. Student teacher is sometimes able to demonstrate these understandings and convey important mathematical meanings in instruction.	1	Student teacher has a deep and fundamental understanding of, and proficiency with, the following: numbers, ways of representing numbers, relationships among numbers and number systems, arithmetic operations, and estimation. Student teacher is consistently able to demonstrate these understandings and convey important mathematical meanings in instruction.	1
VIII-2	Student teacher needs to improve understanding of patterns, relations, and functions, as well as how to use mathematical models to represent and understand quantitative relationships in some contexts. Student teacher is not yet able to demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has an acceptable level of understanding of patterns, relations, and functions, and can use mathematical models to represent and understand quantitative relationships in some contexts. Student teacher is sometimes able to demonstrate these understandings and convey important mathematical meanings in instruction.	1	Student teacher has a deep understanding of patterns, relations, and functions, and can use mathematical models to represent and understand quantitative relationships in various contexts and with multiple representations. Student teacher is consistently able to demonstrate these understandings and convey important mathematical meanings in instruction.	1
VIII-3	Student teacher needs to improve understanding of how to represent and analyze mathematical structures using algebraic symbols and/or fluency with algebraic symbolism. Student teacher is not yet able to demonstrate these understandings in instruction.		Student teacher has an acceptable level of understanding of how to represent and analyze mathematical structures using algebraic symbols. Student teacher is sometimes able to demonstrate these understandings and fluency with algebraic symbolism in instruction.	1	Student teacher has a solid conceptual understanding of how to represent and analyze mathematical structures using algebraic symbols. Student teacher is consistently able to demonstrate these understandings and fluency with algebraic symbolism in instruction.	1
VIII-4	Student teacher needs to improve understanding of geometrical shapes and relationships and how to use visualization, spatial reasoning, and geometric modeling to solve problems. Student teacher is not yet able to consistently demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has an acceptable level of understanding of geometrical shapes and relationships and can usually use visualization, spatial reasoning, and geometric modeling to solve problems. Student teacher is sometimes able to demonstrate these understandings and convey important mathematical meanings in instruction.	2	Student teacher has a deep understanding of geometrical shapes and relationships and can use visualization, spatial reasoning, and geometric modeling to solve problems. Student teacher is consistently able to demonstrate these understandings and convey important mathematical meanings in instruction.	
VIII-5	Student teacher needs to improve understanding of units, systems, and processes of measurement, as well as how to better apply appropriate techniques, tools, and formulas to determine measurements. Student teacher is not yet able to demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has an acceptable level of understanding of units, systems, and processes of measurement, as well as how to apply appropriate techniques, tools, and formulas to determine measurements. Student teacher is sometimes able to demonstrate these understandings and convey important mathematical meanings in instruction.	1	Student teacher has a solid conceptual understanding of units, systems, and processes of measurement, as well as how to apply appropriate techniques, tools, and formulas to determine measurements. Student teacher is consistently able to demonstrate these understandings and convey important mathematical meanings in instruction.	1

VIII-6	Student teacher needs to improve understanding of important concepts related to data analysis and probability. Student teacher is not yet able to demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has an acceptable level of understanding of important concepts related to data analysis and probability. Student teacher is sometimes able to demonstrate these understandings and convey important mathematical meanings in instruction.		Student teacher has a solid understanding of important concepts related to data analysis (e.g., how to formulate questions, collect, analyze, organize and display data using multiple representations, analyze data using statistical methods, and develop and evaluate inference and predictions that are based on data), as well as basic concepts of probability. Student teacher is consistently able to demonstrate these understandings and convey important mathematical meanings in instruction.	
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Comments/Suggestions for Improvement: He has achieved and mastered performance indicators but is now working to improve his skills while some areas are marked developing this doesn't mean he has not mastered these indicators but instead reflects his continued improvement in these areas. He is a great teacher with the potential to be an innovator in the classroom.

VIII. COMMAND OF SUBJECT MATTER

(Knowledge of Content: Evaluate the student in the appropriate content **major/minor**.)

Note: Check whether this is major _____ or minor _____

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Modern Language</i> VIII-1	The student teacher concentrates on the how (grammar) and what (vocabulary) of language learning rather than recognizing communication as the organizing principle of Modern language learning.		The student teacher displays an understanding that communication is the organizing principle of Modern language learning, but too often designs lessons around grammar and vocabulary rather than language functions.		The student teacher plans and executes lessons that recognize communication as the organizing principle for Modern language learning and relegates grammar and vocabulary to their proper role as tools for improving communication.	3

VIII-2	The student teacher is able to listen to and understand sentences which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by situational context (Intermediate Low)		The student teacher is able to understand the main ideas and the most obvious details of connected oral discourse on familiar topics, particularly those dealing with the immediate time, place and participants. (Intermediate High)	1	The student teacher is able to understand main ideas and most details of connected oral discourse on a variety of topics beyond the immediacy of the situation and involving description and narration in different time frames. (Advanced)	2
VIII-3	The student teacher is able to read and understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs and imparting information about which the reader has to make only minimal supposition or to which the reader brings personal interest and/or knowledge. (Intermediate Low)		The student teacher is able to read consistently with full understanding uncomplicated, connected texts dealing with basic personal and social needs and can get main ideas and information from more difficult texts featuring description and narration, although the passages may have to be read several times for complete understanding. (Intermediate High)	1	The student teacher is able to read and follow essential points of written discourse and texts which are conceptually abstract and linguistically complex and/or texts which treat unfamiliar topics and situations; comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. (Advanced/Advanced Plus)	2
VIII-4	When writing, the student teacher is able to meet limited practical needs but makes frequent errors in grammar, vocabulary, punctuation, spelling and syntax; writing can be understood by natives used to the writing of non-natives. (Intermediate Low)		The student teacher is able to meet practical writing needs but makes a few patterned errors in grammar, vocabulary, punctuation, spelling and syntax; writing is consistently understood by natives used to the writing of non-natives. (Intermediate High)	1	When writing, the student teacher has good control of vocabulary and grammar and the most frequently used syntactic structures with an emerging sense of rhetorical structure. Writing is understandable to natives not used to the writing of non-natives. (Advanced/Advanced Plus)	2
VIII-5	As a speaker of the target language, the student teacher is able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward classroom and social situations when dealing with concrete exchanges and predictable topics necessary for survival in the target culture. (Intermediate Low)		As a speaker of the target language, the student teacher is able to converse with ease and confidence when dealing with most routine tasks and social situations and to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence. (Intermediate High)	1	As a speaker of the target language, the student teacher is able to handle with ease and confidence a large number of communicative tasks and to participate actively in most informal and some formal exchanges on a variety of topics relating to work, school, home and leisure activities, as well as to events of current, public, and personal interest or individual relevance. (Advanced/Advanced Plus)	2
VIII-6	The student teacher has a limited knowledge of the grammar and vocabulary of the target language.		The student teacher has an adequate knowledge of the grammar and vocabulary of the target language.	1	The student teacher has an extensive knowledge of the grammar and vocabulary of the target language.	2
VIII-7	Practices and perspectives of the target culture are not utilized in materials and classroom activities.		Classroom activities often include specific tasks that deal with practices and perspectives of the target culture.	1	Practices and perspectives of the target culture are consistently interwoven in classroom activities and discussions.	2
VIII-8	Aspects of the geography of the areas of the world that speak the target language are not utilized to present material.		Classroom activities often include specific tasks that deal with the geography of the areas of the world that speak the target language.	1	Aspects of the geography of the areas of the world that speak the target language are consistently interwoven throughout the lesson plans.	2
VIII-9	Issues of global connections have not been utilized to present material.		Classroom activities often include specific tasks that deal with the impact of global connections.	2	The impact of global connections is consistently interwoven throughout the lesson plans.	1

Comments/Suggestions for Improvement: Continue to improve rubric and feedback skills. Curcio and Swiatkowski are good resources for evaluation of persuasive writing skills. Develop methods for evaluating different types of writing. Grammar activities can be worked into writing units. Choose one or two to focus on during each writing assignment and make that part of the rubric.